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ABSTRACT

A study was undertaken to determine if the spelling preferences of chief executives of corporations were reflected in the views of their personnel directors in their consideration of employment applications. Fifty-two high-level executives in business and industry responded to a questionnaire concerning their preferences for standard or reformed spellings of 30 words. The personnel directors of companies whose executives had responded with a high number of reformed spellings were then sent resumes containing the same spellings, and those personnel directors of companies whose executives preferred standard spellings were sent identical resumes containing only standard spellings. The resumes were accompanied with a letter asking the directors to judge the applicants' acceptability for employment based on education, experience, and language command. The findings revealed that although a relatively high percentage of reformed spellings was chosen by the executives, personnel directors exhibited a significant prejudice against potential employment applicants whose resumes contained reformed spellings. (FL)

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SPELLING REFORM: A COMPARATIVE STUDY OF CHIEF EXECUTIVE OFFICERS' AND PERSONNEL DIRECTORS' SPELLING PREFERENCES

by

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ARTICLE I

Spelling Reform: A Comparative Study of Chief Executive Officers' and Personnel Directors' Spelling Preferences

Introduction

". . . it is absolutely essential that we educate our young people, not permit them to bastardize a beautiful language, English." This statement parallels one made by Lounsbury (1909): "To many men a strange spelling is offensive; by the ill-informed it is regarded as portending ruin to the language." Let anyone who thinks that spelling reform is a dead issue or that social attitudes toward it have changed, particularly among those who comprise the so-called "educated" sector of society, witness the fact that the first of the preceding quotations appeared in an unsolicited correspondence as a reaction to the questionnaire and directions used in this study.

Thomas Lounsbury, the author of the latter quote was a spelling reformer in the early part of this century who had taken notice of a similar attitude in his time. This points to the fact that not only is the issue alive and well but also relatively unchanged so far as social attitudes on the part of the misinformed "educated" are concerned.

Historical Perspective

Interestingly, although relatively little progress has been made in English spelling reform, the first attempt to standardize Middle English occurred when the Ormulum, a

collection of religious writings by the monk Ormin, appeared in the 13th century (Mencken, 1936).

It should come as some surprise, then, that the next significant plateau was not reached until 1755, some five centuries later, with the publication of Samuel Johnson's authoritative A dictionary of the English language. It is important to understand that Johnson's work is generally considered to be a drawback rather than an advancement for spelling reform. The importance of the work was its influence both on the direction and manner in which spelling practices develcped in the 18th century.

In 1783, Noah Webster's popular, The American Spelling Book paved the way for future publications, one of which contained his proposals for reform (Mencken, 1936). The International Convention for the Amendment of English Orthography in 1876, marked the highpoint of organized spelling reform with the creation of a cooperative effort by English and American spelling authorities. A year earlier, a committee of the American Philological Association was formed to investigate English spelling. The resultant "Principls of "76", considered valid today, were the forerunners of the NEA Alphabet developed between 1904 and 1911, and used as Key 1 of the Funk and Wagnalls New Dictionary (Dewey, 1971).

When the major effort of spelling reform shifted to the National Education Association, between 1886 and 1906, one of

the most important achievements was its adoption in 1898, of twelve reformed spellings.

In 1906, the establishment of the Simplified Spelling Board brought forth subsidy funding from Andrew Carnegie and the issuance of a 300 word list of revised spellings. President Theodore Roosevelt, a member of the Board, directed the Public Printer to use the famous 300 words (Tuffley, 1960). Pressure from the Printer's Office, and more significantly from Congress, resulted in a rescinding of the directive and Roosevelt's usage of these reformed spellings being confined to White House correspondence.

The controversy surrounding the spelling reform attempts of Roosevelt's time ebbed considerable in the ensuing thirty years. However, in 1946, the culmination of an organized spelling reform movement in the United States was reached with the merger of the Spelling Reform Association (dating from 1876) and the Simplified Spelling Board (dating from 1906). The resultant Simplified Spelling Association acted to promote World English Spelling , a no-new letter phonemic notation. This merger shifted the emphasis from two extremes: the piecemeal recommendations of the Simplified Spelling Board or the all consuming phonetic alphabet of the Spelling Reform Association, to the middle ground of phonemic writing, believed to provide the greatest possibilities of immediate usefulness (Dewey, 1971).

The notion of usefulness as well as familiarity with existing spelling patterns was the foundation of Axel Wijk's proposal for Regularized English in 1959. Wijk determined that at least 71 percent of the words in his work preserved already existing spelling patterns.

Godfrey Dewey in his 1971 discussion of spelling reform concluded that a phonemically notative initial teaching medium could have eliminated many spelling obstacles.

In her thesis concerning the causes of illiteracy, Valerie Yule (1975) discussed the problems imposed by the educated on children learning to read. She described English spelling as a "barbed-wire barricade that crowns their problems and booby-traps all their attempts," and noted the specific groups which experience spelling handicaps. She also has addressed the social and psychological aspects of spelling reform (Yule, 1976; Yule, 1979).

Kenneth Ives (1979) developed eight steps toward "Progressiv Spelling" after surveying by questionnaire reactions to various reformed spellings using high frequency words. The majority of words used in his sample had appeared in the works of earlier reformers.

Statement of the Problem

As a result of their study of 7th and 8th grade students, their parents and teachers, Mazurkiewicz and Berk (1976)

identified a low level of awareness of the existence of equally correct alternative spellings. In discussing their findings, they noted

> When we continue present practice, are we not consciously foisting on an unsuspecting public attitudes which lead to racist-type feelings that someone who does not follow a specific spelling convention is illiterate, shows a lack of education and, therefore, is unacceptable as an employee?(Mazurkiewicz and Berk, 1976).

Stimulated by this statement, this study endeavored to determine whether the spelling preferences of chief executive officers of corporations were reflected in the views of Personnel Directors regarding applications for employment.

Significance of the Problem

A potential employee's resume provides the Personnel Director of a given company with the first significant assessment of the former student. Such an evaluation may be the most influential determinant of the student's acceptability as a future employee and need necessarily be composed in a manner reflecting most favorably on the applicant. Language usage and spelling must be constructed according to the expectations of the Personnel Director, in many cases the first and final judge of the applicant's suitability for a particular position.

Continual influences on adult spelling behaviors (Mazurkiewicz and Rath, 1976) coupled with the fact that trade

names substitute more frequent spelling patterns for less frequent ones (Mazurkiewicz, 1977), infer possibilities for spelling reform instruction. This study attempted to reveal the educational validity of teaching certain reformed spellings as preferable to standard spellings.

Hypothesis

High-level business and industry executives do not necessarily share the same view toward spelling reform as do Personnel Directors of the same companies. This hypothesis would be supported by the Personnel Directors' acceptance or rejection of resumes containing reformed spellings.

Definitions and Limitations

High-level business and industry executives for purposes of this study, were selected from a listing of two hundred and fifty chief executive officers and company presidents cited for outstanding achievement in the March 15, 1979 issue of Financial World magazine.

Spelling reform when used in this study denoted all efforts to improve our present spelling of English, including all proposals based on systematic phonemic codes, whether of the standardizing (no new letters), supplementing (some new letters) or supplanting (all new letters) types. It also includes piecemeal or patchwork efforts not based on any complete or consistent phonemic notation or conforming to any clearly defined category (Dewey, 1971).

Applications for employment for purposes of this study referred to sample resumes submitted to Personnel Directors of companies whose chief executive officer responded to a questionnaire regarding spelling preferences.

Resume when used in this study was understood to include either an application for employment which contained selected standard spellings or one which included selected reformed spellings.

Media, when used in this study, included all visual communication sources where print was utilized.

This study was necessarily limited in that no accurate prediction of the number of responses could be made. Since three separate mailings and subsequent responses constituted the information gathering portion of the study, the time factor was a limitation. The word corpus used as a basis of preference measurement was limited to one appropriate for an application for employment.

Procedures

A corpus of thirty standard and reformed spellings served as the basis of a questionnaire (See Exhibits 1 and 2 following) consisting of thirty questions or statements. These questionnaires were mailed to one hundred high-level business and industry executives with accompanying letters and directions for completion. (See Appendix , Exhibit 1). The executives

EXHIBIT 1

WORD CORPUS OF TRADITIONAL AND REFORMED SPELLINGS

	Traditional Spelling	Reformed Spelling	Source of Reformed Spelling
1.	through	thru	NEA "twelve"
2.	character	caracter	Wijk, Regularized English
3.	sheriff	sherif	Ives, Spelling Progress Bulletin, Fall, 1979.
4.	anybody	enybody	Wijk, Regularized English
5.	write	rite	Media
6.	government	guvernment	Wijk, Regularized English
7.	programme	program	NEA "Twelve"
8.	schools	skools	Media
9.	although	altho	NEA "Twelve"
10.	cancelled	canceled	Ives, Spelling Progress Bulletin, Fall, 1979
11.	dialogue	dialog	Ives, Spelling Progress Bulletin, Fall, 1979
12.	tough stuff	tuff stuff	Media
13.	definitely	definitly	Wijk, Regularized English
14.	high-	hi-	Media
15.	autumn	autum	Wijk, Regularized English
16.	surprise	surprize	Wijk, Regularized English
17.	published	publisht	Ives, Spelling Progress Bulletin, Fall, 1979
18.	low	lo	Media
19.	right	rite	Media
20.	photo	foto	Media
21.	embarrass	embarass	Deans, Universal Language and Simplified Spelling
22.	love	luv	Media
23.	programmers	programers	Ives, Spelling Progress Bulletin
24.	thorough	thoro	NEA "Twelve"
25.	alphabet	alfabet	Wijk, Regularized English
26.	handy	handi	Media
27.	though	tho	NEA "Twelve"
28.	business	bizness	Wijk, Regularized English
29.	doughnut	donut	Media
30.	catalogue	catalog	NEA "Twelve"

EXHIBIT 2

QUESTIONNAIRE

Please note: There are no correct or incorrect responses. Both spelling forms are acceptable in various media.

Directions: Select the spelling which you feel applies. Indicate your response by circling a or b to the right of each statement.

EXHIBIT 2 (con't)

1. The focus of on-the-job training differs when seen (a. thru, b. through) the eyes of a new employee. a b

2. (a. Caracter, b. Character) references provide insight into the personalities of potential employees. a b

3. The county (a. sheriff, b. sherif) has been indicted on charges of misconduct in office. a b

4. In America, (a. anybody, b. enybody) can go from pauper to prince. a b

5. There's only one pen worth your recognition;(a. rite, b. write) with the one that breeds success! a b

6. Should the relations of business and (a. guvernment, b. government) be more deeply explored? a b

7. All company employees were invited to view a film featuring the new word processing (a. programme, b. program). a b

8. When (a. schools, b. skools) are deficient in teaching reading, should industry assume this responsibility? a b

9. The president of United States Steel was awarded a commendation (a. altho, b. although) he was unable to be present. a b

10. Due to a misunderstanding,the company (a. canceled, b. cancelled) its contract with the ad agency. a b

11. It became immediately apparent that a board meeting would provide further (a. dialogue, b. dialog). a b

12. Toy manufacturers had been hard pressed to devise materials which could withstand the (a. tough stuff, b. tuff stuff) make-up of a five year old boy at play. a b

13. The O. T. C. is (a. definitly, b. definitely) one of the world's most amazing trade shows. a b

14. The U. S. Postal Service will meet determined opposition to its "electronic mail" campaign from (a. hi-, b. high-) level executives. a b

15. Rampant grade inflation seen between 1969 and 1976 may be stabilized this (a. autum, b. autumn). a b

16. It comes as no (a. surprise, b. surprize) that the long awaited merger has created the nation's third largest company. a b

17. Just recently (a. published, b. publisht), this trade journal is read by engineers. a b

EXHIBIT 2 (con't)

18. Should you sacrifice great flavor to get (a. low, b. lo) tar in a cigarette? a b

19. The diet foods industry has successfully aimed its advertising in the (a. rite, b. right) direction. a b

20. A (a. photo, b. foto) finish at the racetrack is effective for determining the faster horse, not necessarily the better one. a b

21. Some observers feel that the so-called "Japanese Challenge" has resulted in an unconscious effort to (a. embarrass, b. embarass) America. a b

22. "Come fly with me. You'll (a. luv, b. love) my friendly skies." a b

23. Computer (a. programmers, b. programers) are a "dime a dozen", but finding one who meets company requirements is the trick. a b

24. His secretary did a (a. thoro, b. thorough) job tabulating the financial report statistics. a b

25. How important is the role of the seemingly unimportant (a. alfabet, b. alphabet) in advertising? a b

26. How (a. handy, b. handi) are trade films when your presentation is too big for a desk top? a b

27. Amiability is an asset in sales, (a. tho, b. though) not always essential. a b

28. After the Great Crash of 1929, the subject of ethics in (a. business, b. bizness) found its way into university curricula. a b

29. Dunk'em, plunk'em, glaze'em, raise'em. It's still a (a. doughnut, b. donut). a b

30. Our company (a. catalog, b. catalogue) features a complete line of hardware. a b

NAME_____

TITLE_____

COMPANY_____

☐ I would like a copy of the research results.

who were contacted were asked to select the spelling which they felt applied in each statement or question. On receipt, responses to the questionnaires were examined and classified standard or reformed, depending on the spelling choice made. Personnel Directors of companies whose executives responded with a high number of reformed spellings were forwarded resumes with the same spellings (Exhibit 3). The same resumes containing only standard spellings were mailed to Personnel Directors of companies whose executives preferred standard spellings (Exhibit 4). A covering letter and questionnaire designed to measure Personnel Directors' reactions to the resumes were also included (Appendix, Exhibits 2 and 3). The letters asked the Personnel Directors to judge the applicant's acceptability for employment based on education, experience and language command. As can be seen in Exhibits 3 and 4, the resumes accompanying the letters to each type of sample were identical, differing only in the spellings utilized.

EXHIBIT 3

RESUME

OBJECTIVE: A career position as sales representative with potential for advancement to management.

SUMMARY:

TEACHING - Have built upon background teaching all subject areas on elementary level by obtaining advanced degree at Kean College, Union, New Jersey, in administration and supervision. Thesis paper accepted and publisht in ERIC abstracts.

Successfully completed teaching assignment when elementary program was canceled and skool converted to Junior Hi.

Participated in federal guvernment grant program in nature studies designed for students from lo income families.

Became active in township education association thru representation on executive committee.

SALES - As part owner and sales manager of a communications bizness, shared the opportunity to rite, fotograph, produce and distribute as well as compose a catalog for our filmstrip series.

Altho part time, employed as salesman in exclusive men's and women's footwear. Possess thoro knowledge of hi priced fashion merchandise.

Definitly enjoyed sales experience and opportunity for dialog with customers. Would like to continue in the sales field.

PROFESSIONAL EXPERIENCE:

Teacher - Fairview School. Middletown Twp. Middletown, N.J. 9/78 - present. (Grade 6)

Teacher - Lincroft School. Middletown Twp. Middletown, N.J. 9/73 - 6/78. (Grade 6)

Owner/Manager - Communication Skills, Inc. Deal, N.J. 9/77- present.

Salesman - part-time retail. International Shoe Co., Inc. Monmouth Mall. Eatontown, N.J.

ACTIVITIES: Middletown Twp. Education Assoc. - constitutional revision committee, executive board. Phi Epsilon Fraternity.

EDUCATION:

Graduate: Kean College, Union, N.J. - Courses leading to a Master's Degree in Administration and Supervision of the Elementary Skool. (1974-1977)

College: (Undergraduate) Monmouth College, West Long Branch, N.J. Graduated with B.S. in Elementary Education. (1970-1973)

American University, Washington, D.C. - Courses leading to a degree in Elem. Educ. (1968-1970) Subsequently transferred to Monmouth College to complete degree.

MEMBERSHIPS:

National Education Association, New Jersey Education Association, Monmouth County Education Association, Middletown, Twp. Education Association

PERSONAL:

Born: June 28, 1950 Health: Excellent Willing to relocate

References and personal caracter information available.

RESUME

OBJECTIVE: A career position as sales representative with potential for advancement to management.

SUMMARY: TEACHING - Have built upon background teaching all subject areas on elementary level by obtaining advanced degree at Kean College, Union, New Jersey, in administration and supervision. Thesis paper accepted and published in ERIC abstracts.

Successfully completed teaching assignment when elementary programme was cancelled and school converted to Junior High.

Participated in federal government grant programme in nature studies designed for students from low income families.

Became active in township education association through representation on executive committee.

SALES - As part owner and sales manager of a communications business, shared the opportunity to write, photograph, produce and distribute as well as compose a catalogue for our filmstrip series.

Although part-time, employed as salesman in exclusive men's and women's footwear. Possess thorough knowledge of high priced fashion merchandise.

Definitely enjoyed sales experience and opportunity for dialogue with customers. Would like to continue in the sales field.

PROFESSIONAL EXPERIENCE: Teacher - Fairview School, Middletown Twp. Middletown, N. J. 9/78 - present (Grade 6).

Teacher - Lincroft School, Middletown Twp. Middletown, N. J. 9/73 - 6/78 (Grade 6).

Owner/Manager - Communication Skills, Inc. Deal, N. J. 9/77 - present.

Salesman - part-time retail. International Shoe Co., Inc., Monmouth Mall, Eatontown, N.J.

ACTIVITIES: Middletown Twp. Education Assoc. - constitutional revision committee, executive board. Phi Epsilon Fraternity.

EXHIBIT 4 (con't)

EDUCATION:

Graduate: Kean College, Union, N. J. - Courses leading to a Master's Degree in Administration and Supervision of the Elementary School (1974-1977).

College: (Undergraduate) Monmouth College, West Long Branch, N. J. Graduated with B. S. in Elementary Education (1970-1973).

American University, Washington, D. C. - Courses leading to a degree in Elementary Education (1968-1970). Subsequently transferred to Monmouth College to complete degree.

MEMBERSHIPS: National Education Association, New Jersey Education Association, Monmouth County Education Association, Middletown Twp. Education Association.

PERSONAL: Born: June 28, 1950 Health: Excellent
Willing to relocate

References and personal character information available.

Results

Fifty-two percent of the high-level business and industry executives surveyed returned questionnaires indicating their spelling preferences. Table I contains information about the number of reformed and traditional spellings chosen by the sample.

The most preferred reformed spellings were program (96.2%), catalog (61.5%), programers (42.3%), embarass (28.8%) and donut (25.0%). More than one-fifth of the respondents preferred the reformed spellings canceled and dialog (23.1% response for each word) to their traditional counterparts. Conversely, the least preferred traditional spellings were programme (3.8%), catalogue (38.5%) and programmers (57.7%).

Curiously, although thirty-two of the executives chose the reformed version, catalog, only twelve selected the reformed spelling, dialog. This represents nearly a three to one majority for one of a pair of words in which the spelling pattern is exactly the same. Similarly, fifty respondents chose the reformed spelling, program, while less than one-half (22) of those who responded, opted for its reformed counterpart, programers. It would seem therefore, that the selection of a reformed spelling as preferred usage is influenced by its frequency of use in language since both catalog and program were on the original "NEA Twelve" reformed spelling list of 1898.

Table II addresses itslef to the number of reformed

TABLE I

SPELLING CHOICES OF HIGH-LEVEL BUSINESS AND INDUSTRY EXECUTIVES

	Reformed Spelling	Frequency of Choice	% of Total Response	Traditional Spelling	Frequency of Choice	% of Total Response
1.	thru	4	7.7	through	48	92.3
2.	caracter	2	3.8	character	50	96.2
3.	sherif	2	3.8	sheriff	50	96.2
4.	enybody	0	0.0	anybody	52	100.0
5.	rite	0	0.0	write	52	100.0
6.	guvernment	2	3.8	government	50	96.2
7.	program	50	96.2	programme	2	3.8
8.	skools	1	1.9	schools	51	98.1
9.	altho	1	1.9	although	51	98.1
10.	canceled	12	23.1	cancelled	40	76.9
11.	dialog	12	23.1	dialogue	40	76.9
12.	tuff stuff	3	5.8	tough stuff	49	94.2
13.	definitly	4	7.7	definitely	48	92.3
14.	hi-	4	7.7	high-	48	92.3
15.	autum	1	1.9	autumn	51	98.1
16.	surprize	0	0.0	surprise	52	100.0
17.	publisht	0	0.0	published	52	100.0
18.	lo	1	1.9	low	51	98.1
19.	rite	0	0.0	right	52	100.0
20.	foto	3	5.8	photo	49	94.2
21.	embarass	15	28.8	embarrass	37	71.2
22.	luv	0	0.0	love	52	100.0
23.	programers	22	42.3	programmers	30	57.7
24.	thoro	1	1.9	thorough	51	98.1
25.	alfabet	1	1.9	alphabet	51	98.1
26.	handi	0	0.0	handy	52	100.0
27.	tho	2	3.8	though	50	96.2
28.	bizness	0	0.0	business	52	100.0
29.	donut	13	25.0	doughnut	39	75.0
30.	catalog	32	61.5	catalogue	20	38.5

spelling choices made by high-level business and industry executives, on an individual basis. Thirty-three (63.5%) of the respondents chose ten percent or more reformed spellings.

TABLE II

Number and Percentage of Reformed Spellings Chosen by High-level Business and Industry Executives

Number of Respondents	Reformed Spellings Chosen	% of Reformed Spellings Chosen
1	0	0.0
3	1	3.3
15	2	6.7
10	3	10.0
11	4	13.3
6	5	16.7
3	6	20.0
1	8	26.7
1	10	33.3
1	16	53.3
52 Total		

Twenty-three (44.2%) chose at least four (13.3%) reformed spellings. Twelve respondents (23.1%) selected five (16.7%) or more reformed spellings and six (11.5%) high-level business and industry executives surveyed, indicated reformed spelling preferences ranging from six (20.0%) to sixteen (53.3%) of total possible options.

The survey to Personnel Directors of the companies represented by the executives produced a response of 22 (42.3%). Personnel Directors' responses to questionnaires regarding Applications for employment (resumes) are represented in Table III. The questionnaires to Personnel Directors were designed to eliminate the possibility of bias in favor of or against spelling; hence, the questions regarding education, experience and language command. This

was particularly necessary for those Personnel Directors who received the resumes containing reformed spellings. It should be emphasized that all resumes were identical in every respect except for the spellings of the seventeen words listed in Exhibit 4 of the Appendix.

There seemed to be little difference between the responses of Personnel Directors who received reformed resumes and those who received traditional resumes regarding the educational requirements of the potential employee. Interestingly, there appeared to be a notable difference in the number of responses regarding experiential acceptability of the candidate with only four of fourteen (28.6%) Personnel Directors judging the candidate as having adequate background based on the reformed resume. On the other hand, five of eight Personnel Directors (62.5%) who evaluated traditional resumes, viewed the candidate's experiential background as acceptable. Further, acceptable command of language seemed to mean unacceptable spellings for a large part of the reformed resume respondents. Only two (14.3%) of the fourteen viewed the applicant as having acceptable language command. In contrast, all those Personnel Directors who responded to traditional resume questionnaires, found the applicant's command of language acceptable.

Utilizing a 2 x 2 table (4 cells) and the Yates Correction for Continuity indicated that the responses of the two types of Personnel Directors to three of the resume

questions were highly significant as follows:

Category	Level of Significance
Experiential Requirements	$<.05$
Acceptable Command of Language	$<.001$
Desirability for Employment	$<.01$

Bearing in mind that the applicant in this resume could be described as a career changer, with the exception of category 4.b. Lacking related experience, spelling errors was the most frequently chosen factor rendering the applicant undesirable for potential employment by those Personnel Directors who reviewed reformed resumes. Other factors mentioned by Personnel Directors who reviewed reformed resumes included spelling shortcuts, grammatical errors, poor communication skills and low literacy level. The exact comment regarding low literacy level read, "Yuse ov fonetik spelling suggests a lo litteracy level." All these items imply a direct relationship to the spellings found in the reformed resumes since no such notations were forthcoming from the Personnel Directors who reviewed traditional resumes. It should be stated, though, that no grammatical errors occurred in the resumes. Notably, the only similarity between the negative factors regarding both resumes was the lack of related experience. Also worth mentioning is the fact that three (37.5%) Personnel Directors who reviewed traditional resumes found no negative factors which would render the applicant

undesirable as an employee.

The overall desirability of the applicant as a potential employee is reflected in Number 5., Table III. Thirteen of fourteen (92.9%) who received reformed resumes found the applicant undesirable whereas fifty percent of those Personnel Directors who reviewed traditional resumes believed the applicant possessed some desirability as a potential employee.

Table IV matches the responses of Personnel Directors and high-level business and industry executives of the same company (column 1). Column 2 focuses upon Personnel Directors' statements of language-related factors present in both reformed and traditional versions of the resume. Specific reformed spelling choices of high-level business and industry executives appear in column 3 with applicable number of reformed spelling choices and corresponding percentages in columns 4 and 5, respectively.

Of thirteen language-related responses to reformed resumes, eleven Personnel Directors cited spelling errors as a factor rendering the applicant undesirable for employment. In addition, three Personnel Directors mentioned spelling shortcuts. Other comments included grammatical errors (3), poor communication skills (2) and one Personnel Director felt the reformed resume was indicative of a low literacy level on the part of the applicant.

Corresponding frequency of reformed spelling choices by high-level business and industry executives ranged from

TABLE III

PERSONNEL DIRECTORS' RESPONSES TO QUESTIONNAIRES REGARDING APPLICATIONS FOR EMPLOYMENT

Questions	Resumes Contained Some Reformed Spellings		Resumes Contained Traditional Spellings Only	
	Yes	No	Yes	No
1. Acceptable Educational Requirements	7	7	3	5
2. Acceptable Experiential Requirements	4	10	5	3
3. Acceptable Command of Language	2	12	8	0
4. Specific Factors Contained in Resume Rendering Applicant Undesirable as Potential Employee	Frequency of Occurrence		Frequency of Occurrence	
a. Spelling errors	11		0	
b. Lacking related experience	5		4	
c. Spelling shortcuts	3		0	
d. Grammatical errors	3		0	
e. Poor communication skills	2		0	
f. Low literacy level	1		0	
g. Other	0		1	
h. No negative factors	0		3	
5. Desirability of Applicant as Potential Employee	None	Some	None	Some
	13	1	4	4
6. Reason for Undesirability as Employee	Frequency of Occurrence		Frequency of Occurrence	
a. Lacking related experience	8		2	
b. Spelling errors	4		0	
c. Grammatical errors	1		0	
d. Poor first impression	1		0	
e. Low literacy level	1		0	
f. Additional information needed	0		1	
g. Not undesirable	0		4	
h. Other	4		1	

TABLE IV

RESPONSE COMPARISON: PERSONNEL DIRECTORS AND HIGH-LEVEL BUSINESS & INDUSTRY EXECUTIVES

Respondent Company	Language Related Factors Rendering Applicant Undesirable (Reformed Resume)	Reformed Spelling Choices Made by High-Level Business & Industry Executives	No.	% of Reformed Spellings Chosen
A	spelling errors	program, caracter	2	6.7
B	spelling errors	program, guvernment	2	6.7
C	spelling errors	program, dialog, programers	3	10.0
D	spelling errors, spelling shortcuts	program, canceled, dialog, catalog	4	13.3
E	spelling errors, grammatical errors	program, embara programers catalog	4	13.3
F	spelling shortcuts	guvernment, program, dialog, catalog	4	13.3
G	low literacy level	thru, program, embarass, programers	4	13.3
H	spelling errors, poor communication skills	program, programers, donut, catalog	4	13.3
I	spelling errors	program, hi-, donut, embarass, programers	5	16.7
J	spelling errors, poor communication skills	program, foto, donut, programers, catalog	5	16.7
K	spelling errors, grammatical errors	program, canceled, embarass, programers, catalog	5	16.7
L	spelling errors	program, dialog, embarass, programers, catalog	5	16.7
M	spelling shortcuts	caracter, program, embarass, programers, donut, catalog	6	20.0
N	spelling errors, grammatical errors	thru, program, skools, altho, dialog, hi-, tuff stuff, definitly, autum, foto, programers, thoro, alfabet, tho, donut, catalog	16	53.3
	(Traditional Resume)			
O	No spelling, communications or grammatical comments	all traditional choices	0	0.0
P		program	1	3.3
Q		program, catalog	2	6.7
R		program, catalog	2	6.7
S		program, catalog	2	6.7
T		program, programers, catalog	3	10.0
U		program, canceled, programers	3	10.0
V	No spelling, communications or grammatical comments	program, canceled, catalog	3	10.0

a low of two (6.7%) to a high of sixteen (53.3%) with an average of approximately five (16.7%) reformed spellings for those who were from the same companies as Personnel Directors commenting on reformed resumes. Although each Personnel Director made a negative language-related comment on the reformed resume questionnaire, the average number of reformed spellings chosen by the matching executive suggests differing attitudes toward spelling reform.

No language-related factors appeared in the commentary of eight Personnel Directors who responded to traditional resume questionnaires. Frequency of reformed spelling choices by matching high-level business and industry executives ranged from zero to three reformed spelling selections.

Conclusions

The data collected in this study support the hypothesis that high-level business and industry executives and Personnel Directors of the same companies do not necessarily share the same views toward spelling reform (Table IV). Of the fourteen Personnel Directors who reviewed reformed resumes, thirteen (92.9%) found the applicant undesirable as potential employee (Table III). Given identical information regarding the applicant, fifty percent of the Personnel Directors who judged traditional resumes, believed the applicant possessed desirable qualifications for

employment.

Direct Implications

Some reformed spellings are clearly acceptable to leaders in business and industry. This suggests that they have already been absorbed into our language. Witness the fact that those reformed spellings chosen most often in this study tended to be terms having high utilization in business and industry. Perhaps such is the case in other fields as well.

> Many people are of the opinion that spelling reform would be more easily achieved if the proposed changes were made gradually. This has been tried in America where they now spell "catalog, labor" and a few others. But there would have to be some authority who would decide when and what changes should be made and they would be overwhelmed by ignorant opposition whenever they proposed a change change---as has happened in America (Deans, circa 1955).

John Downing wisely addresses the psychological factors inherent in change when he suggests the study of human motives for changing or maintaining customary spellings since they would suggest guidelines for the strategies spelling reformers might develop. It is in periods of peace and prosperity that books are in demand and spellings remain stable. But the basic rationale for this is economic. It derives from the fact that publisher and printer want to sell their wares to a public which prefers

stability in spelling (Downing, 1980). Addressing this point further, Rondthaler discusses the history of spelling reform and indicates that writers and typesetters were responsible for scuttling simplification. Readers were never given the opportunity to pass judgement. The trend toward reform early in the twentieth century, although a good idea in theory, was very bad psychology. Writing habits are changed with difficulty, particularly the habits of journalists and typesetters who are plagued with the task of meeting daily deadlines. It is important to remember that previous attempts at reform have been met with resistance from writers more than from readers.

In the history of English spelling, seven motives for spelling change can be identified. They include 1) immediate financial gain,2) aesthetics defined as tidiness, 3) aesthetics defined as fashion,4) etymology, i.e., words should be spelled so as to illustrate their origin, 5) visual morphemes, 6) domination through language, i.e., periods in history where one culture has absorbed the language and spellings of another and 7) simplification.(Downing, 1980). The most widely adopted rationale for spelling reform demands a more phonemic relationship between sounds and symbols. While in recent history spelling has enjoyed relative stability, the forces of change are in the making--computers are being used to set type and reduce proof reading. They allow the printing industry to save money. Therefore, the "desire for stability of spelling is being

set aside to save money." (Downing, 1980)

Rondthaler further discusses the role of the computer in relation to spelling simplification:

> What's new is that the typesetting revolution makes it possible for computers to take over the hitherto impossible job of simplifying the spelling of English, and to do so as a routine--automatically, accurately, uncomplainingly." (Rondthaler, 1977)

One of the latest trends in spelling reform employs a computer programmed with the 44,000 most used words in written English. It is a phonetic transliterating system termed Soundspel which allows traditionally spelled input to generate output in simplified spelling. (Rondthaler, 1977)

Educational Implications

As indicated by the results of this study, the importance of teaching equivalent spellings cannot be denied. Mazurkiewicz and Berk (1976) in a study of 7th and 8th grade students, their parents and teachers, found that no one of the total sample was aware that equally correct variant spellings existed. Further, in a later study, Mazurkiewicz and Gould (1976) concluded that of fifty teachers with an initial low level of spelling equivalency awareness, most appeared willing to provide instruction on spelling alternatives once they had become aware of them. The need for instruction of teachers regarding the existence of equally correct spellings was suggested.

Personnel Directors' opinions in this study also clearly suggest the necessity of clinging to traditional

methods regarding formal writing instruction, which have always emphasized traditional spellings. Business letters and resumes specifically, must be given particular consideration since they are often viewed by those who make value judgements concerning one's level of literacy.

Downing (1979) has discussed the public's resistance to change and consequent minimal effect of research on actual teaching. All those in the educational sector, administrators as well as teachers, must be made aware of the importance of spelling reform as it relates to reading. In the reality of the business world, however, the importance of traditionality need be conserved lest an individual be negatively judged. Educators need to establish a balance between what is needed to teach the child to read as well as what the child needs in order to be correctly read by those who would judge him.

> And if you can't read,
> pray endeavor to spell,
> for frequently by spelling,
> you will learn to read well. (Fay, 1978)

ARTICLE II

Spelling Reform: Related Research

Previous History

In the 13th century, the Ormulum, a collection of religious writings by the monk Ormin, represented the earliest record of an effort to systemize the spelling of the English language. Difficulties in distinguishing between long and short vowels, led Ormin to propose doubling the consonants following the short vowels. Thus, he spelled fire, fir and fir, firr (Mencken, 1937). He consistently carried out his proposals in his writings and although his ideas were not accepted, his writings have been a valuable record of the pronunciation of that particular time. Some reflection of his proposal is seen in a word like little (where the second t stresses the short i) (Tuffley, 1960).

Several attempts at spelling reform were evident in the ensuing four hundred years, although no one scholar achieved any great success. The 16th century particularly saw attempts at reforms by Sir John Cheke, Sir Thomas Smith and John Hart. In 1580, William Bullokar proposed several special characters in addition to accents, apostrophes and hooks above and below both vowels and consonants, as his contribution to spelling reform. His proposal was ignored largely due to its strange appearance (Tuffley, 1960).

Richard Mulcaster, considered the best authority on spelling in the 16th century, was opposed to a phonetic spelling system. He compromised between the ideal and the practical and was more concerned that the same spelling be universally adopted for a word, than that the word be phonetic.

In 1755, Samuel Johnson's A dictionary of the English language was published. This work, important for its influence on English spelling, was accorded a kind of religious respect and practically gained the position of a court of final appeal (Lounsbury, 1909) as far as spelling was concerned. Johnson applied himself against the then current simplification processes "and laid down the dictum that true orthography must always be regarded as dependent upon derivation (Lounsbury, 1909)." When in doubt, he proceeded with "a scholar's reverence for antiquity and gave his imprimatur to many spellings based upon false etymologies and pointless analogies (Mencken, 1937)." Contradictions to his directives were easily found and were evidenced by the following examples from his dictionary: deceit and receipt, moveable and immovable, exterior and interiour. Further evidence of contradictory behavior is the fact that Johnson did not conform to his own theory. Yet, his assertions were readily accepted because they represented the first attempt at universality in English spelling.

Often referred to as the Father of Spelling Reform, Noah Webster's contribution, though valid, must be recognized as minimal. His first publication in 1783, A Grammatical Institute of the English Language contained what was to be Webster's claim to fame. The spelling portion of his work was isolated and reissued under the title of The American Spelling Book. When in 1789 he published fairly extensive spelling reform proposals in an appendix to his Dissertations on the English Language, many of these plans for reform were incomplete. Although most suggestions were considered valuable, they only covered part of the field and left intact the main body of irregular spellings (Wijk, 1959). One major defect in his plan for reform was an effort to alter orthography partially according to analogy and partially according to derivation. Both methods could not be employed for they often conflicted. Furthermore, he was often inconsistent in the one (analogy) and very often not correct in the other (derivation) (Lounsbury, 1909). In 1806, Webster published a small Dictionary, a prelude to his greatest work of 1828, An American Dictionary of the English Language. In the small Dictionary, whole groups of silent letters were practically eliminated. Final k's in the ck group were dropped; re endings were changed to er. Webster advocated a long list of words spelled phonetically. In his large work in 1828, he returned to orthodox spellings in most cases. Even later in

1838 when this work was revised, many spellings that had been retained in the 1828 edition were abandoned (Tuffley, 1960).

Webster, like Johnson before him, fell victim to the opinions of politicians as well as protests of his friends. This factor coupled with his fear that radical ideas might have a negative effect on the sale of his books was probably responsible for his slow adoption of the reforms he advocated. Lounsbury (1909) went further in criticism of Webster, indicating that Webster did not, in fact carry out the principles he espoused. Indeed, Abraham Tauber described Webster's influence on American spelling, in view of the tremendous influence of his spelling books, as largely on the side of orthodoxy (Dewey, 1971).

Through the popularity of his spelling books and his American dictionary, certain American spellings have been credited to Webster. The or is preferred to our endings (honor, honour). Er supercedes the use of re (theater, theatre) endings. The use of s in some words in preference to c (offense, offence). The double l is replaced by single l (travelled, traveled).

Some years after Webster's death in 1843, new interest in spelling reform was aroused. In 1875, under the leadership of the American Philological Association, a committee was formed to investigate the "monstrous spelling of the English language (Dewey, 1971)." The committee's report a year later,

listed eight specific precepts toward a spelling reform, written using reformed spellings. Dewey (1971) has written that these "Principls of '76" as they came to be known, have "lost nothing of its validity in the ensuing ninety-five years."

At about the same time, the International Convention for the Amendment of English Orthography was held in Philadelphia. American as well as English delegates were represented, marking the beginning of an era of cooperation between the two English-speaking countries.

During the last quarter of the 19th century, the activities of the British and American Reform Associations (outgrowths of the International Convention of 1876) were concerned with

a. discussions of reform problems
b. experiments with different orthographical systems and
c. making the general public aware of the defectiveness of the existing systems and the necessity for reform (Wijk, 1959).

In 1877, the American Philological Association adopted the Standard Fonetic Alfabet which later served as the basis for the NEA Alphabet, developed between 1904 and 1911 by joint committees of the American Philological Association, Modern Language Association and National Education Association and used as Key I of the Funk & Wagnalls New Standard Dictionary. Annual reports followed dealing with various rules and recommendations which culminated in 1886 in a list of 3500 amended spellings (no new letters) developed jointly by the

Philological Society of London and the American Philological Association (Dewey, 1971).

The public's attitude toward spelling reform remained apathetic, even negative, when in 1898 the National Educational Association adopted the famous twelve words: tho, altho, thru, thruout, thoro, thorofare, program, catalog, decalog, demagog, pedagog, prolog. At least two of these words (program and catalog) have established themselves as preferred usage today. In addition to the adoption of the famous twelve words, a committee was established, chaired by E. O Vaile, which was instrumental in the development of the Revised Scientific Alphabet (NEA Alphabet). This alphabet was expressly not spelling reform, but its proponents believed that "adoption of a rational phonetic notation as a key to pronunciation in dictionaries and textbooks would go far toward paving the way for future spelling reform (Dewey, 1971).

The chief event of early 20th century spelling reform was the establishment in 1906 of the Simplified Spelling Board. With a subsidy of approximately $15,000 a year from Andrew Carnegie (later increased to $25,000 a year) and a distinguished list of members including Professor Francis A. March of Lafayette College and Dr. Thomas Lounsbury of Yale University, the Board issued its "List of Common Words Spelled in Two or More Ways," the famous 300 Words (Mencken, 1937).

In August, 1906, President Theodore Roosevelt ordered adoption of the 300 Words by the Government Printing Office. His directive aroused widespread opposition and great resistance from the Public Printer as well as from most other departments. Roosevelt retreated under public and congressional pressure and finally confined the use of the new spellings to the White House. When Carnegie died in 1919, funds to the Simplified Spelling Board ceased and the final step of the Board's active period was publication of the 1920 Handbook of Simplified Spelling which exhausted the Carnegie Funds.

In the summer of 1921, the NEA which had been responsible for the reform campaign, withdrew its endorsement of the famous NEA 12 words and during the years that followed most of the publications which had previously adopted these new spellings went back to the orthodox forms.

With the exception of R. E. Zachrisson's highly publicized Anglic, very few serious arguments were heard in the case for spelling reform in the years between 1921 and 1946. However, Zachrisson's Anglic, known also as "English in Easy Spelling," merits mention because it was thought by many to be the answer to all problems. The publicity it was given suggested substantial financial backing. This system purported many changes in the vowels and italics or bold-faced type was used to distinguish certain syllables (Tuffley, 1960).

Perhaps the publicity given Anglic in the early 1930's contributed to the Chicago Tribune's attempt at spelling reform in January, 1935. Then owner Robert R. McCormick, with the help of a scholarly staffer named James Bennett "set out in the Trib to change Chicagoland's spelling habits. 'Simplified spelling' made its debut...and schoolteachers all over the Middle West found themselves fighting to save pupils from such Tribisms as hocky, fantom and definitly (Time, 1971)." Other simplified spellings included catalog, advertisment, sherif and harken. Reader reaction to the new spellings was mixed and by 1955, the list of simplified words, which once ran as high as eighty, was already shrinking. Reluctantly, the Tribune "shot down the sherif and later sank the frater (Time, 1971)." The newspaper's most recent stylebook retains only a few reformed spellings of McCormick's era: tho, thru, analog.

The efforts of Zachrisson and the Chicago Tribune notwithstanding, the controversial spelling reform attempts of Roosevelt's time ebbed considerably until 1946 when an organized spelling reform movement became evident again. The merger of the Spelling Reform Association and the Simplified Spelling Board resulted in the Simplified Spelling Association which acted to promote World English Spelling, a no new letter phonemic notation. This merger signaled an end to reform emphases from two opposite extremes. A middle

ground between piecemeal recommendations (Simplified Spelling Board) and an all-consuming phonetic alphabet (Spelling Reform Association) was reached. This middle ground of phonemic writing was believed to provide the greatest possibilities of immediate usefulness in terms of spelling reform (Dewey, 1971).

Axel Wijk published Regularized English in 1959 wherein he proposed a system of spelling resembling as closely as possible traditional spelling. He believed that World English Spelling and Zachrisson's Anglic were too nonconformist in nature to gain public acceptance. Wijk also enumerated the steps to be taken in implementing spelling reform. Specifically, he believed that it would be futile to expect the "older generation to adopt a new system of spelling for their own part; we must abandon the idea of trying to make them change their deep-rooted habits and concentrate our efforts on the coming generation instead. It is on the young people of the present and the coming generation that the main burden of reform will have to be placed (Wijk, 1959)." The Regularized English proposed by Wijk has several characteristics worth mentioning:

1. No new symbols were introduced.
2. No changes were made in the regular use of traditional symbols.
3. Only irregular spellings were changed.
4. 71 percent of the words preserved already existing spelling patterns.

Wijk tried to devise a system of orthography for English which offered adequate information with regard to pronunciation and which made English spelling roughly as simple as that of French or German (Wijk, 1964).

In his 1971 book, English spelling: Roadblock to Reading, Godfrey Dewey, a proponent of the one-sound/one-symbol approach to spelling, suggested that appropriate reform could be accomplished by standardizing, supplementing and supplanting the Roman alphabet. In his analysis and appraisal of spelling reform, he described "piecemeal" or step-by-step improvement and patchwork proposals as essential elements toward a successful spelling reform program. Dewey discussed one of the important advantages of spelling reform:

> The effect on elementary education, and thru education on school dropouts and juvenile delinquency, adult illiteracy, and unemployability, and on the human misery as well as social and economic evils which these involve. This is at once the most urgent need and the greatest opportunity for spelling reform, for use of a phonemic notation such as i.t.a. or WES can make an immediate and important educational contribution toward mitigating the impact of T.O. on the present generation of children, at the same time that it conditions them, as the adults of the next generation, to demand or accept a phonemic spelling reform.

Historical aspects of spelling reform should make reference to the contributions of those involved in the printing, typesetting and publishing of written matter. Lounsbury (1909) stated that much of English orthography was due not to

scholars or men of letters, but to typesetters. Spellings found in any book of the Elizabethan period, for example were likely to contain as many spellings of the printing-house as of the author. Until the late 18th century, when Johnson's authoritative dictionary appeared, each printing office was largely a law unto itself. A desire for uniformity in print became evident. Consequently, a haphazard orthography, composed of then prevailing variations of spelling was formulated, dictated only by "the merest accident or the blindest caprice that dictated the choice of the form to be permanently adopted. This uniformity was believed to have been the work of printers, not scholars (Lounsbury, 1909)."

Dewey (1971) also described the advent of printing as a secondary factor contributing to the evaluation of spellings. Many early printers were foreigners, especially Dutch, relatively unfamiliar with English, who tended to solve spelling problems according to the rules of their own language. Well into the 16th century, the right-hand margin of a page of print was straightened by adding extra letters, rather than spaces, most often, final e.

Publication of the King James Version of the Bible in 1611 was also influential in the slow progress of spelling reform. In a discussion of the English of the 17th century,

Mencken writes:

> If they had any written guide, it was the King James Bible (1611). Whenever an English reform or innovation percolated to them, they were inclined to remain faithful to the sacred text, not only because of its pious authority but also because of the superior pull of its imminent and constant presence (1937).

Mencken further stated that the printers determined actual spelling practice, adding that after 1650 their rules began to be accepted by English authors and many of them remain in force today (1937).

Current Studies

When using the dictionary, one often assumes the first spelling listed to be the correct or preferred spelling. Deighton and Emery found that editors of dictionaries employ individual modes for determining preferred spellings and that two or more spellings are often listed as correct (Mazurkiewicz & Gould, 1976).

> The difference between the meanings of the correct and preferred expressed in literary terms for example, is someone who might prefer Steinbeck to Hemingway, that is, "to hold above others." In this sense, a prejudice or bias for something is suggested, yet instructional usage of the term preferred tends to denigrate an alternative spelling and to foist a spelling on children which may be less phonetic or more irregular because of an assumption that prefer means correct. The Deighton-Emery studies point out that major dictionaries do not always agree as to which spellings are in fact preferred, and that some dictionaries do not accept frequency as a basis for preference. These dictionaries simply show variant spellings for a word (mazurkiewicz & Gould, 1976).
>
> Since equally correct alternative spellings exist, and have existed for a long time

> judging by a cursory examination of the second and third editions of the Webster Unabridged Dictionary, it can be conjectured that usage has been a powerful irritant if not a direct positive force in resisting conformity imposed by classroom, publisher or other such dictates. In fact, it can be shown that spelling of American English has been changing during the last quarter century. (Mazurkiewicz & Berk, 1976)

> Only to a relatively slight extent, however, has the work of orthography reformers received . . . adoption to lighten the child's problems in learning to read and almost not at all in learning to spell. Instead, in the case of spelling, an emphasis on learning to spell long outmoded patterns still seems to be the rule. (Mazurkiewicz & Berk, 1976)

It was at this point in the Mazurkiewicz and Berk study that the segment of this study which addressed itself to personnel directors' opinions of resumes containing reformed spellings was spawned.

> Interviews with personnel department members indicate that often a potentially superb sales representative, for example, is rejected because his inability to spell relatively common words suggested that the occasional written reports he might be expected to make would be found to contain errors. In turn, management would question the competency of personnel departments as well as that of the sales representative. Other such instances are also found as witness to this unconscious and conscious racism. (Mazurkiewicz & Berk, 1976)

After sampling seventy students in a beginning graduate reading course at Kean College of New Jersey, for awareness of the existence of equally correct spelling alternatives, Mazurkiewicz and Berk found that one tenth of one percent of the class was aware of them. Further, the students indicated "great insecurity" about classroom procedures as a consequence of this newly learned information.

It was hypothesized that the awareness of spelling equivalents is confined to a very small part of the educator population. They predicted that in a sampling of seventh and eighth grade students, their parents and teachers, there would not be an appreciable level of awareness that a sample of "35 target words have equally correct alternative spellings" and that there would be little variance from group to group. Thirdly, it was expected that students, teachers and parents would tend to choose the "one word of each pair which was more simply spelled."

The sample population of thirteen hundred was deliberately selected from an upper-middle class suburban community in order to focus upon a group of college graduates who would be expected to have high educational aspirations for their children. Members of the sample were assumed to have more exposure to words in print, thus more awareness of spelling deficiencies.

A questionnaire seeking data on thirty-five word pairs as well as occupation, sex and level of schooling was designed. It included randomly selected words from those used by Deighton (1972) which were found by preliminary screening to be present in the typical elementary-junior high school dictionary.

Questionnaires in two forms, one for parents and teachers and one for students were identical except for cautionary statements to parents who completed them at home.

> Of the possible 1264 parents, 657 or 48% completed and returned the questionnaire while 84% (45/50) of the total number of teachers in school complied with the request. Six hundred and twelve students attending school that day completed the forms, providing a data base from 65.6 percent of the total estimated population . . .

Results were categorized according to groups and tabulated to show how many individuals identified two spellings as equivalent for one word, to establish the frequency with which the thirty-five target words were identified as equivalent and to ascertain whether the choice of two spellings given for a word was the more simply spelled alternative in each case.

> . . . only one 8th grade student out of the total sample of 1311 students, parents and teachers was aware that both of the spellings of the thirty-five target words were correct . . . it can be safely concluded that virtually no one with at least a seventh grade education and as much as a Doctorate degree is aware that all words in this sample are equally correct when spelled two different ways. . . some degree of awareness concerning alternative spellings of certain pairs of words exists. . . Thus 5 to 6 word pairs (5.47) on the average were identified by the teacher group as correct in either spelling. . .

The authors mention that no one possesses better than a low level of awareness that the word pairs used in this study are correct in either of their spellings. Only 23.6% of the total sample selected a minumum of one pair of spellings for a word as equally correct and there was little agreement as to which of the chosen pairs were to be considered equally spelled when they were examined

in rank order. The study concluded that direction of choice was to the more difficult of the two variant spellings for most target words. Some simpler spellings were chosen however, and the authors felt that a high degree of repetition in use might influence acceptance of a spelling change to a simpler version. They suggested the need for research here and in the area of spelling instructional programs to determine the extent of these influences (Mazurkiewicz & Berk, 1976). Other reports indicated that

> While certain reforms are apparently being developed in Australia (the principle of SR one), others can be initiated immediately simply by using the more regular of two or three alternative spellings listed in dictionaries. Thus, since tho and thru are equally as correct as though and through. . ., consistency in instruction and usage of this kind of known list would immediately provide for meaningful change (Mazurkiewicz & Gould, 1976).

An investigation into the bases for the limited usage of alternative spellings began with a selection of spelling materials and a target list of thirty words (37.1 percent taken from a previous study) which adhered to the constraint that they could be located either in the Harris-Jacobsen Elementary Vocabulary and/or the Risland Vocabulary List. The latter list is a fundamental source used by publishers of spelling programs.

Mazurkiewicz and Gould distributed target word lists to fifty teachers responsible for spelling instruction in

grades five through eight. The teachers were asked to determine which of the two spellings were correct or if both were, to so indicate. Each teacher was then interviewed using a five item questionnaire to determine current teaching practices. It is important to note that every one of the two spellings was grouped according to phonetic regularity founded on the one sound-one symbol principle.

The study examined sets of spelling materials and found an average of 34.7% of the words included for instruction in three sets (Power to Spell, Hanna et al, 1967; Basic Goals in Spelling, Kottmeyer and Ware, 1964; Individualized Spelling and Writing Patterns, Research for Better Schools, Inc., 1975). But when considered separately, the criterion that at least twenty-five percent of a sample of thirty-two target words would be found in these materials, was met by only one of the aforementioned. Since the less regular of two alternative spellings were included for instruction, the hypothesis held to a limited extent. Viewed together, over fifty-three percent of the words used were less regular. Hypothesis three suggested that

> a sample of teachers would have a low level of awareness that all 30 target word-pairs were equally correct. Since no one of the fifty teachers in grades five thru eight indicated that he/she was aware that all of the 30 target word-pairs were equally correct, the hypothesis was accepted . . .

and replicated Mazurkiewicz and Berk findings:

> This sample of teachers more often identified the more unphonetic or less regular spelling as correct for 21 of the 32 target word-pairs. It can also be seen that this teacher sample

> often made choices which were in agreement with the choices shown in the spelling materials examined.

However, there is a low relationship here since none of the materials used in the study provide instruction on correct alternative spellings.

When queried in an interview designed to evaluate current teaching practices, ninety-eight percent of the educators replied negatively to the question, "Do you teach anything about alternative spelling of words?" Asked if they would be willing to teach variant spellings of words now that they were aware of them, eighty-four percent replied affirmatively.

It was concluded that since a majority of educators emphasize in spelling instruction whatever is used in the curriculum or instructional materials, authors and publishers and the changes they utilize would appear to provide one basis for change in spelling (Mazurkiewicz & Gould, 1976).

> Superficially, at least, the assumption that spelling changes will be gradually assimilated into the printed forms of American English seems justified (Mazurkiewicz &Rath, 1976).

Mazurkiewicz and Rath proposed in their study of affects on adult spelling choices that:

> . . . adults, bombarded constantly with repetitive visual inputs, would report that media usages affected their spellings of words and the spellings of some more than others, but would also report other sources as influences on their spelling behavior. Media, for purposes of this study, was defined as all visual communication sources where print is utilized.

A questionnaire using the word corpus selected by Mazurkiewicz and Berk (1976) was given to five hundred adults with an age range of eighteen to fifty-five who attended Kean College of New Jersey and Seton Hall University. A random sample of ten percent of the respondents was interviewed as well to clarify the rationale for the responses.

It was found that adults recognize diverse sources as influences upon their spelling choices and that "choices between spellings (were) more often to the less regular of the alternatives." Over thirty-five percent chose sight, the fact that it looks right, as the reason for their choice between two possible spellings. "Having been taught a particular spelling" was shown to have more influence (31%) over media (nearly 20%) on the one choice of two alternative spellings adults reason to be correct when all the words in the study are considered.

In the interviews:

> No one of the participants when probed reported that they had been taught both were correct. This suggests that media usages have been quite influential in developing a recognition of alternative spellings whereas formal instruction has given no attention to this information. A confirmation of Mazurkiewicz and Gould (1976) that only two percent of teachers who are currently providing instruction on spelling teach something about alternative spellings is suggested.

Of those interviewed, some felt that certain spellings were acceptable only under certain circumstances. Those who attributed the influence upon their manner of spelling

to the media, selected both regular and less phonetically regular spellings which suggests that the media are not consistent users of the phonetically regular spellings.

> It would appear that media sources, being a strong factor in developing such spelling knowledge, could be an effective tool in furthering change. Thus repetitive SR-1 in media could it would seem, produce acceptance of such spellings as sed, red, thred, as equivalent spellings and eventually provide the basis for acceptability in instruction and thus, finally, changing certain spellings (Mazurkiewicz & Rath, 1976).

In a review of the current status of spelling reform which recapitulates the information gained in some of his own work, Mazurkiewicz states:

> The analysis of the learning to read activity (and reading well) indicates that the orthography as conventionally printed is a major handicap. The work of Downing and colleagues on the use of i.t.a. has demonstrated conclusively that traditional orthography is a significant handicap to the child's task of learning to read. Soffietti, in his linguistic analysis of the language, demonstrated that traditional spelling was the primary cause of failure in learning to read.

A study of Japanese children (Makita, 1968) when compared to those in the United States demonstrated that average reading disability for the Japanese who use a phonetic spelling form was one-half of one percent compared to the twenty-five percent average for reading disability in the United States. The difference was attributed to the manner in which English is spelled and it was suggested that Pitman i.t.a. which compares favorably to Japanese phonetic spelling could be the way to proceed to handle the problem (Mazurkiewicz, 1976).

Research exists which infers that both children and adults often choose a word they know how to spell rather than the first one thought of using the rationale that "if they don't know how to spell it they can't find it in a dictionary."

> But conventional spelling is also racist and the arbiter elegantiae of social class or status. There is a marked tendency to use the spellings a person writes as a measure of his literacy or social status: good spellers are associated with the well-educated upper class, poor spellers with the poorly-educated lower class. Rewards, in terms of employment, promotion etc. are often related similarly for as Perrin and Smith point out in their Handbook on Current English:
>
> > The man who writes with no misspelled words has prevented a first suspicion of the limits of his scholarship, or in the social world, of his general education and culture (Mazurkiewicz, 1976).

In his article, Mazurkiewicz reports that "one sample of two hundred and thirty educators, businessmen and secretaries showed that eighty-eight percent favor some type of spelling reform while another sample of almost eight hundred educators confirmed this finding indicating widespread current interest."

> Many reformers and alphabeteers exist, but little evidence exists that these reformers have proceeded logically to marshall support. . . . Changes in spelling have occurred primarily in the realm of business and industry and these have been adopted by the public at large. . . Resistance to spelling reform, . . . is often encouraged by managing editors of publishers whose style sheet or house manual indicates what spellings are acceptable in its publications . . .editors believe that they are the final arbiters to keep the language "pure" and, if a choice is available, will

apparently choose the more complex, the more unphonetic, the more irregular spelling.

In the section of the article headed Direction for Change, Mazurkiewicz proposed that

> If those words which do not consistently follow the consonant and vowel rules as established for reading instruction were made to conform, learning to read and write would be vastly easier since no exceptions to generalizations would exist and only 25 to 30 rules would need be learned and readily mastered. We might move in the direction of an elimination of unnecessary silent letters and might start with those which were inserted based on false etymology (the b in dumb and doubt for example), but not those which are morphophonemic (the b in bomb, bombard, the g in sign-signal); the elimination of the diacritic silent e following v, z, etc. where the signal today is meaningless or redundant, the reduction of the number of alternative graphemes to represent the sounds of English, the addition of the diacritic e following vowels to provide digraphic representations, etc. are but some of the possibilities. . .
>
> We could encourage more business and industries to utilize additional phonetic spellings and expect that television and other advertizing media will establish these as the accepted spellings . . . (Mazurkiewicz, 1976).

Since there is no national regulatory body to rule on the direction spelling reform should take, commercially used spellings might eventually cause changes that are as inconsistent as present spellings or prejudice the learner's interests in spelling. Examples of contradictory spellings are suggested in the commercially simplified yogurt and gelatin and the more complex commercial usage of brunette (Mazurkiewicz, a977).

The logicity of spellings originating in advertising and whether these spellings should be rejected or absorbed

within the framework of making the child's task simpler when learning to read or spell was the focal point of still another Mazurkiewicz research project.

From a previous study, 6,127 items were analyzed to establish a trade name word corpus. These were then classified according to the number of words in each trade name that had been simplified. The group of words were then classed by spelling pattern and each pattern compared to the frequencies of existing spelling patterns found in Dewey (1970) and Hanna (1966) corpuses to establish the way the spelling change altered the word (to a more frequently used spelling pattern or one used less often). This determined the logicity of the change. "Logicity of the spelling changes was defined as the adoption of a more frequent spelling pattern as a substitution for a less frequent one or the adoption of a spelling which provided a one sound-one symbol pattern."

The corpus contained 367 different trade names chosen from 2,578 items with non-standard spellings present on the shelves in one New Jersey A & P supermarket. It was found that

> Spelling changes occur most frequently in the spellings of the phonemes /ie/, /ee/, /k/ and the word and, or when dropping letters. Over one fourth (26.9) of the changes that have occured thus far center around the phoneme /k/ with some change in the usual spelling of c, k, ck, q or x. A total of 68.4 percent of all changes occur in relation to spellings of /ie/, /ee/, /k/ and the word and. (Mazurkiewicz, 1977)

It was also noted that only twenty-nine commercial trade

names deviated from consistent simplification toward the least complex spelling pattern.

> The results of this study indicate that trade names typically exhibit logical spelling changes, that is, changes which substitute a more frequent spelling pattern for a less frequent one. The results permit rejection of hypothesis one that trade names extend over the range of forty phonemes usually identified in American English speech, but the acceptance of the remaining 3 hypotheses: that the majority of trade names represent a simplification of word spellings to a more regular form, trade name respellings focus largely on a limited number of phonemes and on a limited number of words (Mazurkiewicz, 1977).

The author concluded that changes made in spelling trade names can be viewed as positive when one considers the welfare of the child learning to read and spell. Commerce spellings were also seen as a beneficial source of spelling reform (Mazurkiewicz, 1977).

The need to consider problems surrounding the adoption of spelling reforms has been noted recently by spelling reformers as a largely unresearched area. Kenneth Ives (Summer, 1979) executed a small preliminary study of reactions to a listing of various reformed spellings. The questionnaire he devised asked respondents to rate each spelling on a scale from +3 (approve strongly) to -3 (disapprove strongly). Unfortunately, Ives fails to describe the procedures used and the population studied in sufficient detail.

Using the results obtained from the questionnaire, Ives developed eight steps toward what he termed "Progressiv Spelling." These steps focus upon those words which received a favorable average rating in his study. The first

four steps use only spellings listed as alternates in a majority of college dictionaries. Kucera and Francis (1967) were cited as the source for word frequency.

PS1 includes altho, tho, thru, thruout, thoro and thoroly which occur 1,902 times per million.

PS2 is composed of catalog, cataloger, cataloging, dialog, prolog and synagog which occur 25 times per million.

PS3 consists of canceled, diagraming, programed, programer, traveled and traveler occurring 70 times per million.

PS4 lists burnt, dropt, fixt, mixt, spelt and stopt whose frequency is 407 times per million.

PS5, PS6, PS7 and PS8 include appeard, followd; askt, publisht; enuf, fotograf, nabor; and fiscl, levl.

Ives presents his case for "Progressiv Spelling" as follows:

> Experience in Australia with Harry Lindgren's "SR1" indicates that many users of English are not accustomed to using phonemic rules. They have some difficulty, and make some errors, in trying to apply a rule on spelling reform. . .Likewise, publishers and proof-readers want a definite list, rather than a rule, so they can quickly check newer spellings for accuracy.
>
> These considerations, and concern for economy of effort, have led to the plan, in Progressiv Spelling of only changing at first the most common words affected by a phonemic rule... .
>
> Three criteria were used in developing these lists. One was to have at least the five most common words fitting the rule. . . The second was to include all applicable words occurring 100 or more times in 1 million words of varied reading matter. Third, controversial words are omitted at this stage. . . The shorter spellings are used

> about 1% of the time in printed work, as shown in the Kucera and Francis word counts.

Ives suggests this rationale for acceptability of spelling reform:

> A first rule of acceptability seems to be that changes at the end of a word are more acceptable than those in the middle or at the beginning. . . The second rule. . . seems to rest on the fact that some proposed changes have been used by a minority of writers for many decades.

He concludes that one sound strategy would be to publicize the relative merits of i.t.a. or World English as an initial and later teaching medium in our schools. At the same time, adults would be urged to adopt PS1 to 4 which would increase usage of some of these reforms from the one percent level toward the fifty-one percent level. Once these practices become established, Ives feels that other reforms will be more readily accepted.

A follow-up study by Ives asked readers of Spelling Progress Bulletin to respond to the same questionnaire. It labeled the earlier group sampled, "Progressives" and the readers of the bulletin who responded, "Reformers." Ives found both groups in favor of the first six Progressiv Spelling Steps and two of three parts of Step 7 (enuf, ruf; foto, fotograf, sherif; livz, telz; scool, caracter). He concluded that

> If we wish to get some reform adopted, we will probably have to stay closer to what progressive adults are ready to favor, rather, than to succumb to the enthusiasms of spelling reformers . . . But for the sequence and timing of steps, the reactions of . . . the public at large, need to be known and largely followed (Ives, Fall, 1979).

Valerie Yule (1975) examined illiteracy from all views outlining in her draft notes the causes of literacy, factors in our culture that affect literacy, factors in the child, problems we set the child,etc. Using the premise that it is sensible to consider changing the task of learning to read rather than change the child, she addressed English spelling with:

> The people who tend to become educated tend to be those who found learning to read an easy task. The experts on reading problems today are educated people who found learning to read easy, and cannot understand why spelling reform is necessary for those who find it hard--

Her many recommendations included the encouragement and sponsorship of experiment and research in spelling, changing primer print to minimize reversals and confusion and a number of sound teaching practices that included teaching that some spellings are sensible while others are not.

Beginning with the premise that the modification of English spelling is part of the fight against social injustice, Yule (1976) found, "spelling reform has been a major plank in social reform in most countries which have changed their social systems in this century."

In her most recent article for Spelling Progress Bulletin, Valerie Yule (1979) expressed her concern that "eny realistic spelling reform must take into account the human beings who are expected to accept it, learn it and use it," and proceeded to recommend practical steps toward reform.

In a review of some Australian studies, she noted that "eny reform to be acceptable at present could not change the rendering of more than one phoneme in ten - a sort of Zipf's law - or readers would object to the strange appearance, and writers would be reluctant to try it in ordinary usage,... ."

> The process by which we record ideas on paper is more absurd than many of us realise. Having an idea in our minds we (1) think of a series of sounds which we call words.
>
> But we then (2) think of a much more complicated series of sounds, usually entirely different to the first.
>
> Then (3) we think of a series of signs that will represent the latter and (4), we write them down in little groups called words.
>
> (5) Although these signs have not the slightest resemblance to the idea originally in our minds, we have been trained to think of the one thing whenever we see the other.
>
> We have had so much practice in performing these mental acrobatics that we do not notice how absurd the process is.
>
> Let us visualize the animal that is said to have jumped over the moon;
>
> (1) We combine certain sounds and say _____
>
> (2) We then proceed to give the sounds a name: seeohdublyou, which certainly has no resemblance to the word we first thought of.
>
> (3) However, our hands have been trained by a long and painful process to trace out certain signs when we hear seeohdublyou. We write COW.
>
> (4) We now forget that COW has anything to do with sound. It has become a picture, not very different to the sort of picture that a Chinaman makes when he writes.' But it certainly does not resemble the animal. Yet purely out of habit we call it KAOO and it arouses in us the same feelings as the animal itself does (Deans, circa 1955).

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APPENDIX

EXHIBIT I

November 2, 1979

Dear Mr.

As graduate students enrolled in seminar at Kean College, Union, New Jersey, in partial fulfillment of the requirements for a Master's Degree, we have compiled the enclosed questionnaire regarding spelling preferences.

Our survey pertains only to those chief executive officers selected by Financial World (March 15, 1979) for bronze awards or certificates of distinction.

Won't you please take a few moments to answer it? An early response (preferably before December 1, 1979) in the self-addressed stamped envelope would be most appreciated.

Please check the designated box if interested in a copy of the results of our research.

Sincerely,

Laraine Jason Pauline Papailiou

Enclosures (2)

EXHIBIT 2

November 24, 1979

Dear Sir:

The chief executive officer of your firm has responded to a questionnaire which was devised in partial fulfillment of the requirements for a Master's Degree at Kean College, Union, New Jersey.

The second phase of the study requires the mailing of resumés to personnel directors of the companies that returned the original questionnaire.

We request that you examine the enclosed resumé for the position sales representative and answer the questions accompanying it. Please return the questionnaire in the enclosed self-addressed stamped envelope, preferably before December 15, 1979.

You may check the designated box if interested in a copy of the results of our research.

Sincerely,

Pauline Papailiou Laraine Jason

Pauline Papailiou Laraine Jason

Enclosures (2)

EXHIBIT 3

QUESTIONNAIRE

Directions: Please circle yes or no where indicated. If more space is required when answering other questions, please use reverse of form.

1. Does the applicant meet educational requirements? yes no

2. Does the applicant meet experiential requirements? yes no

3. Is the applicant's command of language acceptable? yes no

4. Can you identify any specific factors contained in the resumé which would render this applicant unacceptable for the desired position? If so, please qualify your response by citing specific examples from the resumé.

_____

_____

_____

_____

_____

5. Based solely on this resumé, would the applicant be invited for an interview? yes no

If no, why not?_____

6. Based solely on this resumé (and assuming all other criteria have been met), would you consider hiring this applicant? yes no

7. If the answer to Number 6 is no, what reason would you give for the applicant's undesirability as an employee with your company?

_____

The nature of this research prohibits its specific identification at this time. If, however, you would like to receive a copy of the results, please check the box below. It is not necessary to sign your name.

☐ I would like a copy of the research results.

Company _____

EXHIBIT 4

Resume Word Corpus

	Reformed Spellings	Traditional Spellings
1.	publisht	published
2.	canceled	cancelled
3.	skool	school
4.	hi	high
5.	guvernment	government
6.	program	programme
7.	lo	low
8.	thru	through
9.	bizness	business
10.	rite	write
11.	fotograph	photograph
12.	catalog	catalogue
13.	altho	although
14.	thoro	thorough
15.	definitly	definitely
16.	dialog	dialogue
17.	caracter	character